**Placement Two Phase 4 Link Tutor Visit Checklist**

**Online:** (or observation visit if agreed in line with support plan) Between 2nd June – 20th June 2025 complete checklist; share with mentor and BST; BST to upload to PebblePad

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| Link Tutor’s name: |  |
| Brunel Student Teacher’s name: |  |
| School name: |  |
| Mentor’s name: |  |
| Date of visit: |  |
| Subject taught |  |

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| **Prior to the visit, have you:** | Please tick or comment as appropriate |
| Checked PebblePad, looked at the End of Phase 3 Assessment and explored the BST’s progress since then? Have you looked at recent WPLRs to see how the BST and their mentor have been addressing areas for development? How this has been evidenced, recorded on the WPLR and followed up? Have you looked at some of the lesson plans, checked if they are appropriate, that evaluations are being recorded and used to inform future teaching. |  |
| Checked the student teacher’s PebblePad portfolio is complete? Have you looked at all tabs to check that they have addressed requirements? Has the phase 4 assessment been completed and is there evidence of reflection using the Teachers’ Standards? (Evidence of meeting the Teachers’ Standards should be shared during the meeting). |  |
| **During the visit, please undertake the following:** |  |
| Identify whether you (the link tutor) carried out any other activities e.g. observed a lesson; met with PC, Head; have you checked that the PC, Head or other Senior Leader has carried out a joint observation with the mentor? |  |
| Discuss how the ITAP week(s) have helped to support the BST’s development of classroom practice? Is the mentor interested in being involved in future ITAP weeks next academic year? |  |
| Engage in a professional learning conversation with the BST (supported by the mentor) about their progress, evidence and understanding of the Teachers’ Standards, using a range of prompts and questions (and interrogating as required).  Please indicate which Teachers’ Standards you discussed (a minimum of three - see below for some suggested prompts for this conversation). |  |
| Discuss and agree SMART targets, to be included in the ECT Transition Plan in preparation for the BST’s first post. |  |
| **For follow up:** |  |
| Exceptionally, if a BST has “not met” any of the Teachers’ Standards, please contact the Programme Lead (Primary)/Subject tutor (Secondary) as soon as possible. |  |
| Post-visit, please complete the Link Tutor section on the end of phase 4 assessment on Pebblepad, indicating if the BST has been successful and can be recommended for QTS. |  |
| Please send this completed checklist to the BST for uploading to Pebblepad |  |

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| Overall comments on student teacher progress, school experience files, evidence that the Teachers’ Standards have been met. |
| General comments related to the Partnership with BUL, to include what is working well and areas for further work. |

**Example ‘Professional Learning Conversation’ prompts**

1. What do you think is the most challenging part of the curriculum for pupils that you’ve had to teach this year? How did you go about this?
2. What was the most interesting lesson you think that you have taught this year, and why do you think the pupils were the most engaged? How did this influence your subsequent practice?
3. Tell me about a pupil with SEND that you teach and what I might see in your lessons to show that you have supported them this year? What adaptive teaching have you included?
4. Describe how you have effectively worked with any additional support staff?
5. What is the most useful piece of assessment that you have done this year, and how did this result in pupil progress?
6. Talk me through the behaviour policy of your placement school, and a time when it has worked and perhaps a time when it has been challenging to follow?
7. Give me an example of a lesson that you have taught that had a focus on an aspect related to equality, diversity, or inclusion?
8. Give examples of the communication or interaction that you have had with any parents/guardians this year. What did you/they find useful?
9. What have you learned from a school CPD meeting and how you have used this within your practice?
10. What is the most difficult/challenging/critical incident that you have had happen in your classroom this year? What did you do, and what did you learn from the experience?
11. Tell me about the last piece of work that you marked. What was it, and how did you use what you found? What did the pupils gain from this assessment?